

Fourth Quarterly Report to the Consortium for Education U.S. Department of Education

Online Learning Module

Web de Anza: <http://anza.uoregon.edu>

Project Title

Web de Anza: Online Learning to Foster Historical Inquiry

Executive Summary

The purpose of the Web de Anza Project is to develop, implement, and evaluate a web-based study environment designed to promote historical inquiry into Juan Bautista de Anza and his two 18th century overland expeditions through what is now northern Mexico, Arizona and California. The accompanying report describes activities accomplished by the Web de Anza team during the 1998-99 academic year. It is divided into five sections: (a) activities related to the construction of the Web de Anza learning module; (b) activities related to piloting the Web de Anza learning module in the classrooms of participating teachers; (c) activities related to the development of the Web de Anza online learning community; (d) types of feedback provided by the online learning community that improved the Web de Anza learning module; and (e) activities related to the dissemination of information about the Web de Anza Project.

Technical construction of Web de Anza was largely the responsibility of team members from the Center for Advanced Technology in Education, at the University of Oregon. The majority of their efforts were funded by a seed grant from the National Endowment for the Humanities and a Diaries Digitization grant from the National Park Service's Challenge Cost Share program. Feedback was solicited from participating teachers, students, consultants and collaborating organizations both formally and informally. Most of this was conducted via email and the Anza listserv. The usual procedure was for a member of the development team to use the Anza listserv to announce a new feature in the learning module or draw attention to the addition of new materials. Feedback was then requested from all subscribers to the listserv (project directors, teachers, consultants, and other interested parties). When the feedback came in, alterations would be made in the learning module to reflect user input and preference. In addition, we organized two face-to-face meetings with teachers, one in Tuscon AZ (January 23 and 24) and one in Los Altos, CA (February 22). A portion of each meeting was used to share new features of the Web de Anza learning module and request feedback and input from participating teachers and consultants.

A total of 18 teachers at eight different schools in three states agreed to be involved in the piloting of the Web de Anza learning module in their classrooms during the 1998-99 academic year. One of these teachers taught at the elementary level (4th grade), 7 at the middle school level (7th and 8th grade) and 10 at the high school level (9th through 12th grade). All teachers spent time individually planning ways to integrate Web de Anza into their curriculum and/or

participated in planning sessions at the face-to-face meetings. Due to circumstances beyond their control, however, only 14 of these teachers, at 6 different schools, were actually able to implement their lessons. Over the course of the year, these teachers developed lesson plans and planned research projects that used Web de Anza in a variety of creative ways. These included lessons for:

- a. introducing *Web de Anza* to students;
- b. helping students develop a sense of chronology and temporal context;
- c. helping students develop a sense of place and geographical context;
- d. promoting the synthesis of information from multiple sources;
- e. exploring cross cultural interactions; and
- f. integrating *Web de Anza* across disciplines;

During the course of the year, considerable effort was directed toward creating a learning community for the Web de Anza Project, a learning community that communicated both online and in person for the purposes of supporting the construction and adoption of the Web de Anza learning module. The Anza online learning community is comprised of the project's coordinators, the design and development team at the University of Oregon, participating teachers and students, consulting scholars from a variety of fields, and experts from collaborating institutions and agencies.

Numerous lessons were learned about using online communication vehicles such as email and the project's listserv to support participation in the project and promote sharing within the online community. For example, we found that:

- a. use of technology for promoting inquiry into primary source documents has to be modeled, for teachers as well as students
- b. even in an Internet-based project, teachers and students attached special importance to real world experiences.
- c. teachers were willing and able to share their lesson plans with other teachers over the Internet, thus providing opportunities for collegial feedback and sharing of expertise.
- d. students were willing and able to use the Internet to communicate with consulting scholars, asking good questions and getting good answers.
- e. the Anza listserv was a good place to communicate requests for information to the participating teachers and carry on the procedural aspects of running an online project where participants are spread across a wide geographic area.

- f. the Anza listserv was a useful vehicle for announcing additions to the Web de Anza learning module and that teachers appreciated an introduction to the new material as it came online.
- g. teachers used the Anza listserv to request information from other members of the Web de Anza team, often looking for resources on the Web they felt would be useful in the project
- h. teachers were interested in the process of adding new materials to Web de Anza and that the listserv could be used to share this process of finding, digitizing and posting new documents and pictures.

Project coordinators at the National Park Service and the Center for Advanced Technology in Education, University of Oregon promoted Web de Anza as an online learning module with various audiences across the nation, presenting at more than thirteen conferences and workshops. Future plans for the Web de Anza Project include (a) enriching the Web de Anza learning module with additional materials and a more sophisticated search system, and (b) extending the Anza online learning community to include more schools and scholars, with a special emphasis on reaching across international boundaries to schools and scholars in Mexico.

Participating Team Members

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Teachers

Arizona:

Naomi Estrada-Weber, Catalina High Magnet School, Tucson, AZ

Raul Berrellez, Catalina High Magnet School, Tucson, AZ
Shawn Capes, Cibola High School, Yuma, AZ
Greg Garland, Cibola High School, Yuma, AZ
Jim Bremser, Vista del Mar Middle School, Laveen, AZ
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Pam Hopkins, Desert View High School, Tucson, AZ
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Mary Wasik, Blach Intermediate School, Los Altos, CA
Wade Spenader, Blach Intermediate School, Los Altos, CA
Trish Langdon Aozasa, Blach Intermediate School, Los Altos, CA
Beth Brenner, Blach Intermediate School, Los Altos, CA
Kate Mikula, Kimball Elementary School, Antioch, CA

Oregon:

Howard Yank, International High School, Eugene, OR
Rebecca Bair, International High School, Eugene, OR
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Active Consultants

Don Garate, Chief of Interpretation, Tumacacori National Historic Park
Dr. Mike Weber, University of Arizona and Director of the Sonoran Archives Project
Dr. Richard Venedam, Arizona Northern University - Yuma
Dr. William Valmont, University of Arizona, Tucson
Dr. Russell Skowronek, Santa Clara University
Dr. Jack Williams, Spanish Colonial Archeology Center
Dr. Iris Engstand, San Diego University
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Phil Carson, Historical Writer

Collaborating Organizations

Tumacacori National Historic Park, Don Garate
Arizona Historical Society, Felipe Jácome
Anza Trail Coalition of Arizona, Phil English
History Museums of San Jose, Wells Twombly
Peralta Hacienda Historic Park, Holly Alonso
Los Californianos, Lucinda LoBuglio
Anza Lancers, Joe and Tom Adamo

Team's Accomplishments for the Year

The following report on activities accomplished by the Web de Anza team during the 1998-99 academic year is divided into five sections: (a) activities related to the construction of the Web de Anza learning module; (b) activities related to piloting the Web de Anza learning module in the classrooms of participating teachers; (c) activities related to the development of the Web de Anza online learning community; (d) types of feedback provided by the online learning community that improved the Web de Anza learning module; and (e) activities related to the dissemination of information about the Web de Anza Project. Each is described below in some detail.

Construction of the Web de Anza Learning Module

Technical construction of Web de Anza was largely the responsibility of team members from the Center for Advanced Technology in Education, at the University of Oregon. The majority of their efforts were funded by a seed grant from the National Endowment for the Humanities and a Diaries Digitization grant from the National Park Service's Challenge Cost Share program. Feedback was solicited from participating teachers, students, consultants and collaborating organizations both formally and informally. Most of this was conducted via email and the Anza listserv. The usual procedure was for a member of the development team to use the Anza listserv to announce a new feature in the learning module or draw attention to the addition of new materials. Feedback was then requested from all subscribers to the listserv (project directors, teachers, consultants, and other interested parties). When the feedback came in, alterations would be made in the learning module to reflect user input and preference. In addition, we organized two face-to-face meetings with teachers, one in Tuscon AZ (January 23 and 24) and one in Los Altos, CA (February 22). A portion of each meeting was used to share new features of the Web de Anza learning module and request feedback and input from participating teachers and consultants. The following is an overview of the year's activities that focused specifically on constructing the Web de Anza learning module. The activities are listed in rough chronological order.

1. Transitioned from static web pages for Web de Anza's archives (2 diaries, letters, etc.) to dynamic pages created on demand using Filemaker Pro and Lasso software.
2. Refined the page templates to reflect initial feedback from teachers, consulting scholars, and other users.
3. Launched the newly dynamic Web de Anza at the following URL: <http://anza.uoregon.edu>.
4. Responded to email feedback from consulting scholars and collaborating organizations re content accuracy and clarity. Revised specific pages to accommodate suggestions made.
5. Engaged in email discussions with teachers from specific schools re their instructional needs and upcoming projects. Searched for materials and resources that will be useful to

participating schools on their historical inquiry projects. Digitized and linked these materials into Web de Anza where appropriate.

6. Added daily referential links between diaries, allowing teachers and students to move directly from the Anza diary of a given day to the Font diary for the same day and vice versa.
7. Constructed a range of sidebar and text-embedded resources for one day of the Anza diary (February 12, 1776). Purpose of this was to serve as a model for teachers and other users for the way we hope all diary pages will eventually be enhanced with additional material (definitions, pictures, video, sound etc.) designed to promote comprehension and extend learning.
8. Constructed a model "Biography" (for Juan Bautista de Anza) to demonstrate the way in which collateral materials can be selected and organized around a specific topic and then linked to all references of that topic in the archives.
9. Created a "Calendar" as a navigational device for the Anza and Font diaries so that teachers, students, and other users can move quickly between and among entries of each diary.
10. Created a set of maps to help users visualize the route taken by the 1775-76 expedition and are in the process of strategically linking these maps to specific days in each diary.
11. Created a "Timeline" for the 1775-76 expedition so that teachers, students and other users can get a quick overview of the expedition's progress and easily navigate to desired entries.
12. Identified an initial list of images with which to support Web de Anza's diaries and letters..
13. Scanned, OCRd and proofread the English translations of additional expedition diaries planned for *Web de Anza*.
14. Inserted the English versions of these additional diaries into the dynamic database system and created referential links for navigation. Announced each as it came online via the Anza listserv.
15. Searched for Spanish transcriptions of all expedition diaries, wrote for copies and copyright permission to use each diary in Web de Anza.
16. Scanned, OCRd and proofread the Spanish versions of 4 (out of a possible 8) expedition diaries.
17. Inserted the four Spanish versions of the diaries into the dynamic database system and created referential links for navigation. Announced each as it came online via the Anza listserv.

18. Redesigned the Web de Anza database system to enable diaries to be presented in multiple paginations. The new design drastically reduces the number of databases required to operate the website. Requested feedback via the Anza listserv.
19. Redesigned the Resource Index database and web page layout for the following purposes: (a) to improve the readability of the Resource Index, (b) to allow the Resource Index to be read page by page as a document independent of its associated source text, and (c) to allow the range of resources to be accessed by a single key click to be adjusted to match the source text pagination. Requested feedback via the Anza listserv.
20. Redesigned the Diary Calendars (a navigational device allowing access to any given day of any given diary) from the vertical layout initially available for the Anza 1775-76 Diary, to a more comprehensible monthly layout. Requested feedback via the Anza listserv.
21. Edited and expanded the text on various title pages of each section to better reflect the content presented in that section.
22. Expanded the set of embedded key resources available for the February 12 - March 2, 1776 time period of Anza's 1775-76 diary. Requested feedback via the Anza listserv.
23. Expanded the set of images available in the Gallery and redesigned the Gallery's top page so as to present the images in a more organized manner.
24. Expanded the set of maps available in the Atlas and redesigned the Atlas' top page so as to present the maps in a more organized manner.
25. Expanded the set of Collateral Materials to include items requested by teachers.
26. Completed an initial version of the Search page.
27. Inserted and linked the Camp Site List (list of all campsites for the 1775-76 expedition) compiled by the teachers at one of the collaborating schools.
28. Expanded the information available about members of the 1775-76 expedition (found on the Who's Who page) by digitizing information about soldiers and families originally created by Teggart.
29. Contracted with Don Garate of the Tumacacori National Historic Park to transcribe two original manuscripts of expedition diaries into electronic text (Spanish). This was necessary because there is no record of their existence (in transcribed form) anywhere in the nation. The two diaries transcribed in this way were: Garcés Diary for the 1774 expedition and Anza's Diary for the 1775-76 expedition.
30. Completed the digitization and proofreading of all 16 diaries or memoirs to be included in the Archives section of Web de Anza.

31. Completed pagination and insertion of all 16 diaries (Spanish and English) into the dynamic data system. Announced each as it came online via the Anza listserv.
32. Added internal and referential links to all diaries. Requested feedback via the Anza listserv.
33. Responded to feedback from teachers, consulting scholars and collaborating organizations re content accuracy, clarity and usability. Revised specific pages and resources to accommodate suggestions made.
34. Further refined the diary database to enable multiple views (paginations). Requested feedback via the Anza listserv.
35. Expanded the capability of the Search Page to allow for searches of phrases (instead of just single words), OR searches, and also generalized the search code to allow search engines for each of the diaries. Requested feedback via the Anza listserv. More work on the website search capabilities is needed and planned.
36. Designed a system for managing photo submissions by participating teachers and students, and installed an initial set of pictures on a special project web page. Announced via the Anza listserv.
37. Continued the search for supportive resources and collateral materials, to be used in creating a supported-text version of the Anza 76 Diary. Developed a process by which these resources, once installed on the website's resource database, can be propagated across all diaries containing the same referents.
38. Worked with Don Garate of the National Park Service to produce and propagate text-based resources for the Anza 76 diary.
39. Responded to email feedback from teachers, consulting scholars, and representatives of collaborating organizations re content accuracy, clarity and usability of new materials. Revised specific pages and resources to accommodate suggestions made.
40. Revised the "Credits" page to reflect updates in the funding and support for Web de Anza.

Piloting the Web de Anza Learning Module in Classrooms

A total of 18 teachers at eight different schools in three states agreed to be involved in the piloting of the Web de Anza learning module in their classrooms. One of these teachers taught at the elementary level (4th grade), 7 at the middle school level (7th and 8th grade) and 10 at the high school level (9th through 12th grade). All teachers spent time individually planning ways to integrate Web de Anza into their curriculum and/or participated in planning sessions at the face-to-face meetings. Due to circumstances beyond their control, however, only 14 of these teachers, at 6 different schools, were actually able to implement their lessons. Lessons and units ranged in classroom time commitment from a couple of weeks to a full semester or term. All 18 teachers

plan to continue their involvement in the Web de Anza Project during the 1999-2000 academic year and have refined or improved their plans for using the learning module in their curriculum.

Described below are summaries of the ways in which teachers used the Web de Anza learning module, taken from their progress reports. These descriptions are organized according to the types of lessons they represent.

1. Ideas for introducing *Web de Anza* to students.

- a. **Kimball Elementary, Antioch, CA:** Technology teacher Kate Mikula had the 5th grade students at her school search specific sections of *Web de Anza* for information they could use to write “treasure hunt” questions for the school’s 4th graders. In a subsequent class period, the 4th grade students were asked to find the answers by searching the same sections of the website. The activity was very successful, with most 5th graders writing about 10 questions each. The best questions were selected by Kate and used to guide the 4th graders’ introduction to the website. A follow-up discussion covering the correct answers and where they were found helped to ensure that all students received adequate grounding in how the site was constructed and what types of information could be found where.
- b. **Catalina High Magnet School, Tucson, AZ:** Spanish teachers Naomi Estrada-Weber and Raul Berrellez introduced Web de Anza by brainstorming with students about items needed for a long trip today versus items needed for a long trip in middle of the 18th century. The brainstorming session led to the construction of questions to be researched on the difficulties of travel in 1775-76: availability of water and food, sanitation, medical problems, danger from unknown people and animals, weather problems, etc. Students divided into groups to search out answers to these questions using Web de Anza as well as more traditional library resources, and then wrote and delivered reports to the class in Spanish.
- c. **International High School, Eugene, OR:** History teachers Howard Yank and Rebecca Bair created an electronic study guide to introduce students to the Web de Anza site and focus their attention on specific segments of the diaries and specific supportive resources. Students were led to specific pages and asked questions that required a careful reading. Some of the questions focused on literal comprehension (e.g., Make a list of the various geographical reference points mentioned in the page labeled “Historical Context”, What assistance is offered by Salvador Palma?) and some required thoughtful reflection (e.g., What do you think were the main challenges or impediments to the success of these expeditions?, Why are the Yuma desirous of Spanish presence?). Approximately 50 students completed the introductory study guide as part of a “independent study” assignment, designed as a pilot project to provide the teachers with information useful for a larger and more integrated project next year.

2. Ideas for helping students develop a sense of chronology and temporal context.

- a. **Kimball Elementary, Antioch, CA:** Technology teacher Kate Mikula had the 4th and 5th grade students at her school work in small groups to create graphical timelines of key events from Anza's 1775-76 colonizing expedition. Students were able to access and print out the website's chronology of this expedition. Using the chronology as a basis, each team worked in groups to select what they felt were the six or seven most important events of the expedition and then constructed a graphical timeline of these events using a commercial program called TimeLiner (from Tom Snyder Productions). Students were evaluated on the extent to which they were able to pick out key events and on the accuracy of their finished timelines.
 - b. **Cibola High School, Yuma, AZ:** History teacher Shawn Capes worked to integrate Web de Anza into a three week unit of European Exploration and Colonization involving the school's freshman students. Five classes of students were engaged in studying a series of famous European explorers and learning about their various accomplishments in the context of the period of European discovery and exploration in the New World. Students then each researched a famous explorer using multiple sources (their text, the library, the web) and constructed a computer-based presentation for the rest of the class using Hyperstudio. Presentations voted by each class as the best will be placed on the Anza web site.
3. Ideas for helping students develop a sense of place and geographical context.
 - a. **Catalina High Magnet School, Tucson, AZ:** Spanish teacher Naomi Estrada-Weber and history teacher Raul Berrellez used a consulting scholar to help students acquire an understanding of the Anza trail in their geographic vicinity. Following an introductory lesson (see # 1b, above), students expressed excitement upon learning that the Anza expedition had passed through their community. In the words of their teacher: "they thought it was awesome that this famous historic route came right through here! They couldn't believe that they were a part of and had a geographic connection with the people of the expedition. There were lots of "uhs" and "ahs" as they read the diaries and as they saw the maps of the route. Some of their questions were: "Where was the exact building or street that the trail went by?" "What is on that spot now?". To help answer these questions, they invited Dr. Michael Weber, a historian specializing in Spanish colonialism and consultant to the project, to visit their classroom. Dr. Weber informed the class about the present status of the Tucson portion of the Anza Trail, the places where the expedition camped when passing through the area, and the activities at San Javier del Bac just south of town (one funeral and several marriages).
 - b. **Vista Del Mar Middle School, LaVeen, AZ:** History teacher Jim Bremser and colleagues took approximately 100 8th students on a field trip in March to an area along the trail where Anza and his 240 colonists camped on November 12, 1775, shortly after turning west to follow the Gila River. Camp #29 is now on land owned by the federal government and cared for by the Bureau of Land Management (BLM). On hand to explain the pre-Columbian heritage of the area was Cheryl Blanchard of the BLM's Phoenix Office. Jim Bremser explained the connection with Anza and the status of the expedition at the time they passed through this area. The math, science, and language arts

teachers prepared additional outdoor activities. Kids got a good sense of the desolation of the trail, its setting, and historical context. etc. The field trip was designed to provide a foundation for later study, where a group of students would self select to engage in an 8 week research unit entitled Web de Anza @ Vista del Mar.

4. Ideas for promoting the synthesis of information from multiple sources.

- a. **Blach Intermediate School, Los Altos, CA:** History teachers Wade Spenader and Trish Langdon Aozasa, supported by Technology teacher Mary Wasik, divided all 8th grade students into small groups and assigned each group to read multiple diary accounts for specific days of the colonizing expedition. After using Web de Anza to read the accounts written by both Anza and Pedro Font for their assigned days, students wrote summaries of the main events they gleaned from both sources. Each group then illustrated their assigned time period with a poster-size picture, all of which were arranged in chronological order along the perimeter of the school's multi-purpose room for the school's Holiday Faire. The students' summaries and posters were then digitized for linking to Web de Anza.
- b. **International High School, Eugene, OR:** History teachers Howard Yank and Rebecca Bair asked students to read segments of the diaries describing the interactions of Anza and Salvador Palma at the Yuma crossing. They also asked students to read a first hand account of the Yuma Massacre of 1781, written by Maria Ana Montielo, wife of the commander of the Colorado settlements that sprang up after Anza opened the route in 1774. This primary source document is available through a website sponsored by the University of Arizona library. Students are asked to synthesize information from the two time periods and speculate on what events must have transpired between the first friendly encounters in 1775 and the uprising of 1781 to invoke such antagonism on the part of the Yuma chief Salvador Palma.
- c. **Vista Del Mar Middle School, LaVeen, AZ:** History teacher Jim Bremser initiated an 8 week research unit in which a group of students self-selected to engage in the Web de Anza Learning Community as part of their course on Arizona History. Students learned research skills such developing a research plan, taking notes from multiple sources, and how to cite their references. They gathered information from a variety of traditional, as well as electronic sources, (including a trip to the Phoenix Public Library). Once prepared with background information, the group traveled to southern AZ to see portions of the Anza trail and to interview Don Garate, chief of interpretation at Tumacacori National Historic Park and Anza biographer. They used him as a resource for the reports they were writing and also gathered first hand information by seeing missions and campsites along the trail. The students also gathered information for their research projects from consulting scholars willing to communicate with them through email. The final reports, on topics as diverse as 18th century weapons and climatological conditions along the trail, are shared on the school's website and linked to Web de Anza.

5. Ideas for exploring cross cultural interactions.

- a. **International High School, Eugene, OR:** History teachers Howard Yank and Rebecca Bair worked to help students interpret events from the eyes of the native Americans with whom Anza came into contact. For example, after having read several entries in the *Web de Anza* diaries describing the actions of Anza, Garces and Palma at the Yuma crossing in November of 1775, the students were asked to put themselves into the position of Palma or a member of his tribe. An extra credit assignment asked students to write diary entries for Nov. 27 and 28 from the pen of Salvador Palma or another member of the Yuma tribe. The following is an example of one such entry: “Palma again played the role of the docile servant, offering things we all knew he hoped would not be accepted. Palma also presented the whole tribe as fervent Christians, though that is still under debate among the council of elders. I myself hardly believe in this God of de Anza. They say there is only one, yet they pray to three or four different gods. The Father, the Son, the Holy Ghost, and sometimes to the mother of God, Mary. The whole tribe does not agree with Palma’s methods, however these light skins have many great things that we would find useful.”

6. Ideas for integrating *Web de Anza* across disciplines.

- a. **Blach Intermediate School, Los Altos, CA:** Science teachers Beth Brenner and Cindy Kane, with support from technology teacher Mary Wasik, integrated *Web de Anza* into the 7th grade science curriculum. Students made astrolabes, replicating the type of navigational instrument used by Font to measure the sun from a vertical position to determine the latitude of a given geographic location on the trail. The students determined the latitude of their school on March 22, just after the spring equinox, thus making the measurement very close to the actual latitude of 37 degrees north. The students also learned that Font used a table known as an ephemeris to make adjustments for the days in relation to the equinoxes. Such tables are now available online. As a follow up activity, a parent brought in his GPS receiver to demonstrate to the students the current technology used to measure geographical position.
- b. **Catalina High Magnet School, Tucson, AZ:** Spanish teacher Naomi Estrada-Weber and history teacher Raul Berrellez integrated *Web de Anza* into lessons on poetry and music. In the former, students were asked to write poems (in Spanish) using content they had acquired from reading the expedition diaries and other materials on *Web de Anza*. Students worked individually and in small groups to put their ideas into poetic form and then the class worked together, stanza by stanza, to combine these ideas into a single poem. In music, the students were first provided with a lecture on the history of the “corrido” and listened to examples of corridos. They then worked together to create stanzas for the corrido and set the lyrics to music.
- c. **Kimball Elementary, Antioch, CA:** Technology teacher Kate Mikula developed plans for future lessons that illustrate a desire to integrate *Web de Anza* across multiple disciplines. For example, she proposes to link *Web de Anza* into the curriculum in the following subjects in the following ways: (1) English - students will imagine themselves to be members of the colonizing expedition and write letters home describing conditions and events on the trail; (2) Science - students will research tides, currents and winds to

explain why supply ships from Mexico bound for Alta California often sank or took a long time to arrive, thus necessitating an overland route, (3) PE - students will mark off a league on campus and use it for PE activities instead of laps; (4) Math - students will use electronic spreadsheets to convert leagues into miles laps, paces, feet, etc.; (5) Computer graphics - students will use graphics programs to make action figures of the expedition's soldiers and colonists, including women and children.

Developing an Online Learning Community using the Internet

During the year, considerable effort was directed toward creating a learning community for the Web de Anza Project, a learning community that communicated online and supported both the construction and adoption of the Web de Anza learning module. Listed below are the major activities related to this endeavor, arranged roughly in chronological order.

1. Initiated the Anza-list, a dedicated listserv for participating schools, scholars, and collaborating organizations.
2. Identified additional schools to participate in the Web de Anza Project, creating a single initial cohort of 8 schools. Extended the geographic representation to include one school that is not on the Juan Bautista de Anza National Historic Trail (International High School in Eugene, OR). Extended the grade level representation of schools to include one elementary school with an interested 4th grade teacher, a level at which both AZ and CA schools teach about their state's history.
3. Contacted some of the consulting scholars for the Web de Anza Project and enlisted their involvement as mentors for participating schools.
4. Contacted some of the collaborating organizations for the Web de Anza Project and enlisted their support for teachers and students in participating schools.
5. Posted messages on the Anza listserv concerning project expectations, including a description of the required lesson plan components. Obtained feedback on this form from teachers and modified accordingly.
6. Used the Anza listserv to model dialogue about historical inquiry and ideas for student research.
7. Planned two face-to-face meetings with teachers participating in the Web de Anza project, one in Arizona (Tucson) and one in California (Los Altos). The goal of both meetings was to improve the quality of interaction between and among participating teachers, project staff, and consultants.
8. Held the first face-to-face meetings with teachers and consultants in Tucson, AZ on January 23 and 24, 1999. Agenda for the two-day meeting included the following topics:

- a. Overview of Web de Anza: existing features, coming attractions and special requests
- b. Creating a Web de Anza Learning Community: online communication vehicles, working with consultants, enlisting the support of collaborating organizations
- c. Special presentation by Don Garate, Anza historian and Chief of Interpretation at Tumacacori National Historic Park. Title of presentation was: The Transcription, Translation and Analysis of Expedition Diaries: Everything You Always Wanted to Know but Were Afraid to Ask
- d. Using Web de Anza for Historical Inquiry: Sharing of teachers' lesson plans and projects
- e. Issues and Concerns: Ensuring an accurate representation of history, documentation and copyright, reporting requirements and reimbursements

Participants included the following:

Teachers: Pam Hopkins and Chip Parsons, Desert View High School, Tucson
Naomi Estrada-Weber, Catalina High Magnet School, Tucson
Shawn Capes, Cibola High School, Yuma
Jim & Sandy Bremser, Vista del Mar Middle School, Laveen

Consultants: Dr. Mike Weber, University of Arizona and Director of the Sonoran Archives Project
Don Garate, Chief of Interpretation, Tumacacori National Historic Park
Dr. Richard Venedam, Arizona Northern University - Yuma
Dr. William Valmont, University of Arizona, Tucson

Coordinators: Meredith Kaplan, National Park Service and Superintendent of the Juan Bautista de Anza National Historic Trail
Lynne Anderson-Inman, Center for Advanced Technology in Education, University of Oregon

The meeting was a rousing success characterized by two days of lively discussions on a wide range of topics and resulted in numerous suggestions for possible projects of interest to teachers and schools. Many excellent suggestions for improving the Web de Anza learning module also emerged, as well as names of possible additional consultants and collaborating organizations.

9. Continued the Anza listserv for participating teachers, consultants and project staff, and tried to expand its use.
10. Teachers began submitting initial lesson plans and wrote critiques of the lessons' strengths/weaknesses based on implementation at their schools.
11. Teachers began submitting plans for research projects and engaged project staff in online conversations concerning available materials and potential consultants appropriate to their projects.

12. Contacted additional collaborating organizations and consultants and enlisted their support for teachers and students in participating schools.
13. Planned a second face-to-face meeting with teachers participating in the Web de Anza project.
14. Held a meeting with teachers and consultants in Los Altos, CA on February 22, 1999. The meeting was hosted by teachers at Blach Intermediate School. The agenda for the one-day meeting included the following topics:
 - a. Overview of Web de Anza: existing features and coming attractions
 - b. Special presentation by Don Garate, Anza historian and chief of Interpretation at Tumacacori National Historic Park. Title of presentation was: The Transcription, Translation and Analysis of Expedition Diaries: Everything You Always Wanted to Know but Were Afraid to Ask
 - c. Special presentation by Dr. Russell Skowronek, Associate Professor of Anthropology at Santa Clara University. Title of the presentation was: Research on the Cultural and Natural History of Santa Clara
 - d. Overview of the San Jose historic museums, including the Adobe House and Peralta Hacienda, by Wells Twombly and Holly Alonso.
 - e. Visit by Joe and Tom Adamo and a brief presentation on the history and activities of the Anza Lancers.
 - f. Sharing of teachers' lesson plans and ideas for research projects
 - g. Discussion: how to improve the Web de Anza Learning Community

Participants included the following:

Teachers: Mary Wasik, Blach Intermediate School
Wade Spenader, Blach Intermediate School
Trish Langdon Aozasa, Blach Intermediate School
Beth Brenner, Blach Intermediate School
Kate Mikula, Kimball Elementary School
Howard Yank, International High School

Consultants: Dr. Russell Skowronek, Santa Clara University
Wells Twombly, History Museums of San Jose
Holly Alonso, Peralta Hacienda Historic Park
Don Garate, Tumacacori National Historic Park

Coordinators: Meredith Kaplan, National Park Service and Superintendent of the Juan Bautista de Anza National Historic Trail
Lynne Anderson-Inman, Center for Advanced Technology in Education, University of Oregon

The meeting was enormously successful. Arrangements by teachers at Blach were superb and the group was treated to an excellent working lunch. Highlighting the meeting were presentations by consulting scholars and representatives of collaborating organizations in the vicinity. Teachers provided many excellent suggestions for improving the Web de Anza learning module and there was a candid discussion about our difficulties in getting teacher involvement on the Anza-list. The range of ideas for using Web de Anza in the classroom was impressive and it was clear that each school was making a unique contribution to the Anza learning community.

15. Continued the Anza listserv, and tried to expand its use. Project staff have used the listserv to announce additions to the *Web de Anza* website, share ideas about how the website might be used, answer queries related to Anza and his expeditions, provide details on project expectations, and engage in conversations with teachers and consultants. Teachers at participating schools have used the Anza-list to share their experiences using *Web de Anza* as a teaching and learning tool, ask questions of the group, and suggest solutions to the questions posed by others. Participating scholars have used the listserv to answer teachers' questions and engage in conversations modeling the process of historical inquiry.
16. Teachers continued to implement their lesson plans and submitted critiques identifying students' reactions, as well as the strengths and weaknesses. Critiques included ideas for refining the lessons for next year.
17. Teachers communicated with each other and with project staff concerning available resources for additional lessons and shared ideas and resources across project sites.
18. Some teachers submitted plans for research projects and engaged project staff in online conversations concerning available materials and potential consultants appropriate to their projects.
19. CATE contracted with Dr. Michael Weber to seek out and establish connections with schools and scholars in Sonora, Mexico, thus initiating an effort to extend the online learning community across international boundaries. Dr. Weber made multiple trips to Hermosillo, Sonora and spoken with representatives of the Cultural Life Museum, the INA, and the Sonoran State Agency for State Affairs as well as public and private secondary schools.
20. Sent email survey to all participating teachers to determine level of interest in continuing in the project next year and their plans for doing so.
21. Solicited involvement of teachers and administrators at new schools in Arizona and California who had expressed an interest in participating in the project during the 1999-2000 academic year.
22. Planned a fall get-together workshop in San Francisco for teachers from all participating schools (new and old) and some participating scholars/experts.

23. Invited representatives from the all collaborating schools, including two from Sonora, Mexico, to the San Francisco workshop.

How Feedback was Used to Improve the Web de Anza Learning Module

Input and feedback from participating teachers and consultants were used in a variety of ways to improve the Web de Anza learning module. Almost all of this input was communicated via email or the Anza listserv. Each is listed below, followed by one or more specific example, taken from the project's archive of email messages and messages on the Anza listserv.

1. Teacher requests for new materials led to useful additions to the Web de Anza learning module. Listed below are two examples, each of which has improved the website by leading to the addition of new materials, useful to other teachers as well as the teacher who requested the additions. Some of these additions were direct requests from the teachers, some were suggestions by project staff or consultants. They are listed in chronological order.

A. Meredith and Lynne,

A question:

Where is the original of Font's diary? Bancroft Library at Berkeley? We want to create a mural of the map at our school and would love to see the original or a better copy of it.

Mary Wasik
Blach Intermediate School

Mary,

The original of Font's extended version of his diary is at the John Carter Brown library in Providence. Rhode Island. The maps are there also. I did some work there last year and had copies of all maps made for use with the project. We can put Font's map up onto Web de Anza next week in the Atlas section for you to use. You can access it there and download it if you want. One of my technical experts says, however, that the resolution will not be sufficient for you to create a large version (xerox copy) for the wall. If you want to do that we can provide you with the file (as opposed to the graphic), you can download that and then print it out on a LARGE printer (like one used for architectural drawings). If your school does not have one, you might check places like Kinkos. If that doesn't work, we can print it out up here and mail you a copy in a tube.

Lynne Anderson-Inman
Director, CATE

B. Lynne:

I've got a question for you that we have been pondering. The lessons we are now developing are designed to have students make use of the book that Don Garate recommended to us, Massacre at the Yuma Crossing (Mark Santiago), as well as the de Anza site sources. Since our lesson ideas will be shared with other educators and may even find themselves eventually on the site, we are wondering about whether we should literally include the excerpts from "Massacre.." that we are expecting students to read, or just refer to the page numbers from the text and give an annotation as to the gist of the section. I had no concern last year about reproducing the diary entries on these events that we used in one of our first lessons, as they were obtained from another web site. But there are different considerations about traditionally published material like this book.

It seems to me that Mr. Santiago might be very interested in seeing how our lessons get kids to think critically about his work in relation to sources from the de Anza site and in the larger historical context. I wonder if Don Garate knows Santiago or if such an inquiry for permission can be made to the University of Arizona Press. In any case we are keen to know your thinking here. We continue to be excited about what we are doing and should have something to share by the end of the month.

Cheers,

Howard Yank
International High School

Howard,

I am sure we can get permission to put up excerpts from Mark Santiago's book Massacre at Yuma Crossing. Mark works for or with the Arizona Historical Society and is aware of Web de Anza. I have been assured by the director of the AZ Historical Society that anything they have a hand in producing is available to us. If you would please identify the sections that you would like to have students read, I will ask permission to scan those sections and add them as secondary sources to the website.

Looking forward to hearing from you,

Lynne
Director, CATE

Lynne:

Excellent news. Will let you know next week when we have firmed up selections.

Cheers,
Howard
International High School

2. Teachers provided the design team with feedback on improved navigational aids and content overviews. The usual process was one in which a member of the design and development team at CATE would announce the development of an additional navigational aid or the modification of an existing one, then request teacher feedback on its usability. Below is an interchange on the Anza list that exemplifies this process. Kate Mikula responds to the listserv announcement of a change in calendar format (requested by many users) and also provides feedback about daily synopses that were inserted into the Anza 76 diary as a way of providing a shortened version for young readers and a possible overview for quick orientation.

Hello Everyone,

I have been working on a new format the calendar used to navigate among the daily entries of our diaries. If you recall the original format displayed monthly calendars in a vertical arrangement. The original though behind this was that this would allow the calendar to be held in a narrow browser window next to a larger window holding diary pages. Links could quickly be thrown between these two windows then to navigate quickly between dates.

After looking at this we decided that a normal calendar display really isn't any wider than the vertical arrangement, and is much more familiar. So, I have change the Anza 76 calendar into what you will see at:

<http://anza.uoregon.edu/anza76/anza76calendar.html>.

This new calendar can also be reached through any of the regular calendar links.

I would appreciate it each of you could take a look at this new calendar and send along your reactions, and note any problems you encounter. If this works out satisfactorily, I'll create similar calendars for all the diaries.

Thanks,
--Mark Horney
Research Associate, CATE

Mark

The new calendar is great. Much easier for students to use! I checked the entry for June. 1. The first couple of lines are repeated. It would be easier to read if it were in paragraphs. How can a synopsis be longer than the entry? It contains much helpful explanatory material so maybe is should be called a footnote or something.

I was wondering if you plan to put all the synopses in one place for easy access by young readers? The simplified language you are

using now is very good. At first, even though the entry was short, the words were beyond the reach of many 4th graders.

I found a stuffed doll about 18 to 24" tall. If we, at Kimball, could dress several in authentic clothes, would you be interested in having the patterns and graphic on the site as a resource for teachers? We can't have Don Garate come in person every year!

Kate Mikula
Kimball Elementary School

Kate,

I'm glad the new calendar is going to be useful. I'll start the process of building one for each of the diaries.

Our plan for the synopsis is to make it into a free-standing document, with links into the diary entries being summarized. One problem with this that everyone can help us with, is deciding how to paginate this document. The entire synopsis is some 350 lines long; approximately one sentence for each paragraph in Anza's diary. This is a large amount of text to put in a single web page. What do you think? If we break it up into multiple pages, we need some logical method for determining where to make the shifts.

Any thoughts?

Yes, patterns for making authentic clothes would make an excellent addition to the website. Judith and I can start considering how to display these on the web. I also encourage you to take some pictures of your dolls, which we can also put up.

--mark
Research Associate, CATE

3. Teachers created and shared resources to meet specific student needs and these enhanced usability of the learning module for all. As teachers worked with Web de Anza in their classrooms, they came up with ideas for enhancing the project's usability and navigational interface. Some of these ideas overlapped with long term plans for Web de Anza, and some were ones that the design team had not yet thought of. For example, one of our participating teachers recognized the need for a chart that provided students with information about where the colonizing expedition camped each night and how long they stayed there. Upon finding out that such a chart did not exist, she and her students created one. It was inserted into the website as a summarizing resource and made accessible from all pages in diaries for that expedition.

Hi there,

Does anyone have a chart showing the dates that the expedition is at each camp site? Example:

Camp Site 1 - 10/23/75
Camp Site 2 - 10/24/75
and so on.

It is possible to generate this list from the diaries but I don't want to reinvent the wheel if someone has this chart. Thanks.

Mary Wasik
Blach Intermediate School

Hi Mary,

This is a great question and a chart with this information would be wonderfully useful. If anyone has such a chart it would be Don Garate at Tumacacori National Historic Park and I will email him to find out. If he is not in possession of such a chart, it would make a great project to create one for Web de Anza. We would call this chart a "summarizing resource" as it would provide users with information for an expedition in a summarized form. Its place in the structure of the website would be in the "Overviews" section.

Perhaps the ideal chart would be a bit more extensive than the list you started below. For example, I can see four columns to the chart: (a) Campsite # (using Font's numbering system), (b) the dates (based on dates of the nights spent at the campsite), (c) the name of the campsite (from Font's diary), and (d) the location today.

Some documents that would be helpful in the creation of such a chart:

1. The Font diary calendar for the 1775-76 expedition. The diary calendar is a useful navigational device and allows you direct access to the diary section for each day.
2. Font's map (We have digitized this and I believe you have already downloaded it from the website. Note that Font starts numbering his campsites in Mexico, whereas the National Historic Trail starts at the Mexican/US border. So the campsite that you list for 10/23/75 is actually campsite #14 - La Canoa.
3. National Park Service maps for each section of the trail. There are about 25 of these maps and each covers a section of the trail. (They were created for the Comprehensive Management Plan done by the NPS in 1996 for the Juan Bautista de Anza National Historic Trail.) Among other things, each map shows the campsites, gives the campsite # using Font's system, and shows where the campsite is in relationship to what exists today. We have all of these maps digitized and can get them up on the website by early next week.

Hope this helps. Let me know if you need any additional info or assistance in thinking this through as a project for your students.

Lynne Anderson-Inman
Director, CATE

Lynne,

I have attached the dates - campsite chart in Claris 4.0 spreadsheet and also included it in the email below. [chart followed, now integrated into Web de Anza as a summarizing resource]

Mary
Blach Intermediate School

Mary,

This is a great chart! Thank you for creating it and providing it via the listserv so everyone could use it. We will add the place names assigned to each campsite by Font and then get it up on to the website.

Lynne
Director, CATE

4. Teachers requested mechanisms for sharing photos they had taken on field trips or during special events related to the project. This led to the creation of a photo submission page for Web de Anza. Using a the process descried below, teachers could submit photos to the website, along with identifying information, captions and consent forms from all individuals in the pictures. The page was announced to all via the listserv, and photos were thus easily shared with other teachers, students, and schools.

To all Anza Consortium Members,

Many of you have tried to share photos with other members of the anza-list, only to find that your messages have bounced. This is because of file size limitations in the way listservs operate.

However, we now have a new, and I think better way to share pictures among ourselves. I have created a website for our consortium, which you may reach at

<http://anza.uoregon.edu/consortium/photos.html>

Jim Bremser has kindly contributed a few of his pictures to help us get this process started. You will find his photos of a section of the Anza Trail in Arizona, and another set taken during the recent Research Tour of some Anza sites around Tumacácori and Tubac.

If you would like to add your pictures to this new site, email them directly to me. <jablair@oregon.uoregon.edu>. I will add a page for them, then announce it here. Or, if you prefer, you may send prints through regular mail, and I will scan them, add a

page and announce them. You will find more detailed instructions on submitting pictures for this purpose when you visit the URL above.

This Consortium Web site has the potential for other types of sharing as well. In the near future, all messages to the listserv will be archived there, so that you may look back at previous discussions.

What other types of things would be useful to you? We would like to hear your ideas for the site's future development.

Judith Blair
Communications Manager, CATE

5. Consultants contributed materials and ideas that expanded content and increased usability. Some of these were solicited, some unsolicited. Two examples follow. The first is from one of our educational consultants discussing pictures he is sending. The second is from Don Garate, Anza biographer and Chief of Interpretation at Tumacacori National Historic Park, discussing the transcription of two Spanish manuscripts for which CATE contracted his services.

A. Hi Lynne,

It was great seeing all of you last month.

In the meanwhile I remembered a passing comment from the Anza diary of "the sand dunes at the mouth of the Gila" so I took a couple of pictures of the dunes for you and have enclosed them as attachments.

Best regards,

Rick Venedam
Northern Arizona University- Yuma

B. Lynne

I transcribed the first page of Garces' 1774 diary and Anza's 1775-6 diary last night. There are 372 pages in Anza's and 114 in Garces'. The writing is clear, unsmeared and readable in Garces' diary but much of Anza's is smudged with the ink bleeding through onto the other side of the page and some of it is pretty faded. However, I think, overall, after timing myself on the two pages last night, I will be able to average a page every ten minutes. The way I calculate it, it would take 81 hours to complete the two, and I don't know if I can get the proof reading into the 81 hours, or if that would take more time. I will say between 80 and 85 hours will do it. Is that acceptable?

I have attached (in WP61) the two pages that I did last night for your approval and ideas as to whether I am doing it right. There are not a lot of abbreviations in either diary, which is a plus.

But, of course, there are lots of misspellings. However, the misspellings are not anything that a Spanish speaker will not understand. I would recommend that we leave it just as it is and if there is something that is really outlandish, I will put the correct spelling in parenthesis as with the abbreviations. I am not sure what to do about all the excessive capitalization that they always did and the punctuation that they didn't do, but again, I personally like to transcribe it the way it is written. Let me know what you think.

Cindy LoBuglio is polling her board and I will get back to you with their decision, but she and a couple of them don't see any problem with using material out of the Antepasados books. As far as Moraga's letter, I will send you that as something we agreed on before the Antepasados IX was ever published.

Don Garate
Tumacacori National Historic Park

5. Feedback from consulting scholars resulted in improved accuracy of resources and documents, as well as increased accuracy of the contributions from participating schools. In the two examples that follow, Don Garate, Anza biographer and consultant to the Web de Anza Project, gives feedback on the accuracy of materials in or attached to the website. The first addresses the issue of whether Juan Bautista de Anza's last name is Anza or deAnza. The second is Don's reaction to a website put together by teacher Kate Mikula for her students.

A. Phil,

I talked to Lynne about the errors in your Anza vs de Anza section in your collateral materials - mainly because the subject came up a couple of times during the recent Anza conference. While I was in Oregon in May I wrote a good explanatory article on why the name is Anza. What you have on the web right now is full of errors. De Anza is not "his legal Spanish name," and he never signed any kind of document "De Anza," legal or otherwise. Could you please put up what I wrote in May?

Thanks.

Don Garate
Tumacacori National Historic Park

B. Kate

Wow! I'm impressed! What a site you have put together! I hope all teachers everywhere studying Anza will make their classes aware of it.

There is one error that you might want to correct, or at least explain. Hermosillo did not exist in Anza's day. Nor did the

expedition start there. In Anza's time, there was a village there called Pitic. Anza personally picked up some mules there to take on the expedition, but the colonizers never went there. They were waiting at San Miguel de Horcasitas, which was the first gathering place for the expedition. It is about sixty miles north east of present-day Hermosillo and, in a sense, can be called the starting point of the expedition as the majority of the colonizers left there after having spent the summer there (even though many of them had started in Culiacan, El Fuerte, Sinaloa, Alamos, and other points in Sonora, and Anza, Villaescusa, and a number of mule packers had started with a large pack string of supplies in Mexico City).

Don Garate
Tumacacori National Historic Park

6. Input from consultants resulted in providing materials that satisfied the needs of various types of users, scholars as well as students and teachers. Sometimes these needs were so different that multiple versions were created to meet the needs of different populations. For example, after the following announcement on the Anza listserv, teachers communicated confusion and dislike for the odd format, whereas scholars praised the maintenance of line by line translation and folio numbers. We have since inserted a Spanish version that includes word wrap and does not contain the odd references to footnotes and folio #s. This version is the most useful for teachers. For scholars, the "historical" version can be obtained using a link from this more standard version.

Hello everyone,

I'd like to announce that the first draft version of Anza's 1775-6 Diary in Spanish is now available in Web de Anza. The URL for the title page is: <http://anza.uoregon.edu/anza76hsp.html>. The new diary can also be reached via the Archive page: <http://anza.uoregon.edu/archives.html>.

Please note that this is still a very rough draft. Much of the introductory and organizational text is still in English, there aren't yet links to the other diaries, the page names are still rather terse, and we don't have the calendar giving direct access to every page. We will be attending to these items in the next few weeks.

I would greatly appreciate it if each of you would take a look at this Spanish diary and send us your comments and suggestions, especially since this is our first effort in Spanish.

We refer to this as the "Historical" version of Anza's 76 Diary. This is because it preserves the line and page structure of the original manuscript. Thus, the lines you see here are exactly the lines in the manuscript. You will also see notations such as: [f.3], which stands for "folio 3." A folio is one leaf, i.e. one sheet of paper, in the manuscript. [f.3] refers to the front side of the 3rd leaf of the manuscript. [f.3v] indicates the

reverse side (v is for "verso"). Shortly you will be able to read this manuscript both in the day by day pagination you see here, and also a folio pagination where the text of each web page is the same as on a page of the manuscript.

You will also see notations such as: [Nota 34]. These refer to a set of footnotes written by Don Garate. We have this document because Don went to the immense labor of typing it out for us. Don wrote these footnotes as he went along transcribing and you will find them very useful. Eventually they will be available as part of a Resource Index.

You will notice that if your browser window is too narrow, that the lines of this diary don't word wrap. This was done to preserve the line structure. Eventually we will produce a version that abandons the line structure and allows word wrapping of paragraphs. We expect this to be more readable, especially for small screens.

Please do let us know how this new diary works for you.

Regards,
Mark Horney

Dissemination Activities

Project coordinators at the National Park Service and the Center for Advanced Technology in Education, University of Oregon promoted Web de Anza as an online learning module with various audiences across the nation. These include the following activities:

1. Web de Anza's project co-directors Meredith Kaplan (National Park Service) and Dr. Lynne Anderson-Inman (Center for Advanced Technology in Education at the University of Oregon) attended the Consortium for Education's kick-off meeting in Washington DC on July 13 and 14, 1998. Accompanying them were teachers from three of the project's participating schools: Michael Cox from Calabasas Middle School in Rio Rico, AZ; Mary Duffy from Desert View High School in Tucson, AZ; and Wade Spenader from Blach Intermediate School in Los Altos, CA.
2. Meredith Kaplan and Lynne Anderson-Inman presented an overview of the Web de Anza Project to representatives of the National Park Service and the Bureau of Land Management in Washington DC, July 14.
3. Lynne Anderson-Inman and associate Mark Horney presented an overview of the Web de Anza Project at the National Educational Computing Conference (NECC) in San Diego, CA. Presentation entitled: The Anza Web: Inquiring into the California of 1776.
4. Mark Horney presented an overview of the Web de Anza Project at the Technology, Reading and Learning Difficulties (TRLDD) Conference in Boston, MA on October 9, 1998. Presentation entitled: Electronic Environments for Reading and Studying

5. Lynne Anderson-Inman conducted a workshop on using *Web de Anza* during Oregon's Teacher Inservice Day, October 9, 1998 in Eugene, OR. Workshop was entitled: Promoting Historical Inquiry using Primary Source Documents on the WWW.
6. Mark Horney conducted a presentation at the Tel•Ed '98 Conference entitled The Anza Web: Teaching Historical Inquiry on the Internet. October, 1998, Victoria, British Columbia.
7. Lynne Anderson-Inman was the keynote presenter at the Arizona Teaching and Technology Conference. Her presentation was entitled Juan Bautista de Anza on the Web: Promoting Historical Inquiry into Arizona's Past. January 23, 1999, Tucson, AZ
8. Mark Horney conducted a presentation at the CEC Technology and Media (TAM) Conference entitled Web-Based Textbooks: Building Supportive Environment for Reading & Learning on the Internet. January 23, 1999, Portland, Oregon.
9. Lynne Anderson-Inman conducted an invited presentation at the Technology, Reading and Learning Difficulties Conference entitled Historical Inquiry using Primary Source Documents on the Web. January 30, 1999, San Francisco, CA.
10. Mark Horney included information on Web de Anza in a presentation entitled Web-Based Textbooks: An Alternative for At-Risk Readers. Oregon Conference, February 5, 1999, Eugene, OR.
11. Lynne Anderson-Inman presented information on Web de Anza as part of an invited presentation entitled Electronic Reading Environments for At-Risk Readers. Association for Educational Technology Conference, March 1999, Lawrence, KS
12. Lynne Anderson-Inman presented an overview of Web de Anza to the Scholarly Technology Group and Computers in the Humanities Group at Brown University. April, 1999, Providence, RI.
13. Lynne Anderson-Inman was a featured presenter at the International Reading Association (IRA) annual conference. The title of her presentation was Online Reading, Writing and Research: Literacy Skills Through Historical Inquiry on the WWW. May, 1999, San Diego, CA

Plans for Next Steps

Plans to Improve the Web de Anza Learning Module

As described above, the original diaries and maps kept by Anza and the various Franciscan friars who accompanied the expeditions form the core of the website's information base, called the "Archives". Documents in the Archives are enhanced by linking them to each other (so that one can easily read all accounts of a single day, in either Spanish or English), to a variety of text-based resources (e.g., explanations, annotations, related materials), and to relevant graphics, (pictures, maps, overviews, and timelines.) At present, the site contains 16 diaries (half in

English, half in Spanish), only one of which has supportive text-based resources and graphics. The focus of future development efforts will be on creating additional text-based resources as well as locating and digitizing additional images, animations, video, and sound. These will be added to the website as supplementary materials and linked to the primary source documents in ways that promote sustained study and exploration of the learning module's content.

A major focus during the upcoming year will be the creation of GIS compatible maps for each segment of the expedition. Funded by a grant from the National Park Service Challenge Cost Share Program, the CATE development team will create a series of nested maps at different scales. Maps will be linked to information about specific types of features along the trail, those that existed at the time of the Anza expeditions and those that exist today. Teachers and students will be able to identify which features they wish the map to include and an individually constructed map showing the selected features at the desired scale will be displayed. Each feature on the map will be linked to text-based resources providing describing it, as well as pictures or video as appropriate.

In addition, we hope to contract with educators and consulting experts for the production of more large scale supplementary materials. For example, to encourage in-depth examination of people and places mentioned in the diaries, we eventually hope to provide students with numerous "Study Guides", each designed to assist teachers and students in navigating through the Web de Anza material and facilitate access to all text and images related to a specific topic. Current plans call for Study Guides to be constructed for each of the Native American groups through which Anza and his expeditions passed (nine in total); each of the missions at which Anza stopped or was associated with (10 in total), as well as all existing presidios along the route (7 in total). The purpose of a Study Guide is to serve as portal or gateway to an organized body of information about the selected topic, most of which has been especially selected or prepared for the Web de Anza Project, but some of which will be on other websites worldwide.

For example, plans for producing the Native American Study Guides call for working with a group of academic experts and tribal leaders to select and/or create the following types of material for each tribe: (a) a description and summary of its known history; (b) scholarly essays, articles, and chapters illuminating various aspects of the group's culture prior to European contact; (c) impact essays describing both short and long term impact of European contact on such aspects of their culture as language, religion, community organization, family patterns, economy, etc.; (d) literature and personal accounts such as stories, poems, songs, and reminiscences; (e) images such as drawings, paintings, and early photographs; (f) archival descriptions from the journals of early explorers, including links to all mention of the group in the diaries and correspondence of Anza and other members of the his expeditions; (g) if the native group is still intact, hypermedia presentations showing its culture and leaders today; and (h) links to other websites with relevant information. To assist in the process of creating these Study Guides we have begun to identify experts for each Native American group and invite them or their institution to join the Web de Anza Project.

When completed, Web de Anza will also contain "Biographies" for each of the expedition's leading characters, as well as other notable figures mentioned in the expedition diaries or correspondence. These Biographies serve the same purpose as the Study Guides but focus on the

life of a single person, including, for example: Juan Bautista de Anza, Captain of the Presidio of Tubac and military leader of the expeditions; Antonio María Bucareli y Ursúa, Viceroy of New Spain; Father Junipero Serra, Franciscan priest and Father President of all the missions in Alta California; Governor Rivera y Moncada, Governor of Alta California; Lieutenant Moraga, 2nd in command of the 1775-76 colonizing expedition; and Juan Bautista Valdez, Anza's "courier extraordinaire". Working with consulting scholars familiar with the details and accomplishments of each targeted person, project staff will construct Biographies that contain the following types of information: (a) a 3-4 "page" overview of the person's life, (b) a timeline of major events in the person's life, (c) scholarly essays in English or Spanish discussing aspects of the person's life or specific accomplishments, (d) copies of all known paintings or drawings illustrating what the person looked like (and details about the authenticity of each image), (e) links to all texts written by that person in the Web de Anza archives, (f) links to all mention of that person in the Web de Anza archives, (g) a bibliography of additional readings, and (h) links to other websites containing relevant information. It is estimated that Web de Anza will eventually contain 11 Biographies. We have begun the process of identifying experts with knowledge about the people targeted for each Biography and inviting them to join the Web de Anza Project as consulting scholars.

Our work with schools over this last year indicates that *Web de Anza* also needs a "Field Guide", with text-based information and supportive media designed to provide users of the website with information about important geographic and geological features, as well as flora and fauna encountered by the expeditionists - - all cross referenced as to location on a map of the routes taken and the days when that location was encountered. *Web de Anza* would also like to provide users with a database of genealogical information for each major figure and each family group participating in the expedition. This database will help users of the website understand where the families of military personnel and colonists came from, who comprised the group at the time of the expeditions, what individual members of the family group went on to do after arriving in California (or returning to Mexico), as well as the impact of participating families and their descendants on the history and culture of California and the Southwest. To accomplish this component we plan to obtain relevant genealogical materials from published books and mission archives; identify experts in genealogical research in California, Arizona and northern Mexico and invite the collaboration of groups concerned with the genealogical history of Spanish California (e.g. Los Californianos).

And finally, we plan to improve the navigation and search capabilities of the Web de Anza learning module. At the present time, it is possible to search any document in the archives for a key word or phrase. We have not yet developed, however, the procedures by which a user could search the entire archives (or at least all documents in a given language) for information on a specific topic. In addition, we are experimenting with different types of inter-diary links, as well as other forms of summarizing resources designed to assist the student in locating and accessing desired information.

Plans to Expand the Online Learning Community

As described above, all plans to improve the Web de Anza learning module also involve the solicitation and incorporation of new consulting scholars and collaborating organizations. In this

way we plan to expand the online learning community and increase the frequency as well as the quality of interactions between teachers and experts. Scholars will be approached for their expertise in specific topic areas and invited to join the Web de Anza Project. Those interested in monitoring the listserv will be subscribed to the "Anza list" and introduced in that way to the other participating members in the Anza online learning community.

In addition, we hope to attract more teachers and schools to the project for the 1999-2000 academic year. When possible we will encourage a broader geographic representation, as well as a wider age span in the participating students. Because of our success in attracting schools and scholars from Mexico, we hope to identify funding sources to further extend this aspect of our learning community.

To enhance communication between and among members of this expanded learning community, we plan to experiment with a number of new communication vehicles. These include the following: (a) a teacher "bulletin board" where announcements can be posted and archived, (b) an electronic "threaded discussion" where topics of interest can be raised, discussed and commented on in an organized, but asynchronous manner, by participating teachers, scholars and interested citizens; and (c) focused online chats where members of the online learning community can come together in "real time" to electronically discuss specific issues related to project implementation or specific topics related to the Web de Anza learning module.

More Project Dissemination Activities

Project coordinators will continue to seek opportunities to share information about Web de Anza and the use of this online learning module as a vehicle for promoting historical inquiry through electronic access to primary source documents. Four upcoming presentations include the following:

1. Lynne Anderson-Inman will be a featured speaker at the 4th Worldwide Annual Conference celebrating the life of Juan Bautista de Anza. The presentation, entitled Web de Anza: Online Expeditions to California and Colorado will be presented August 26, 1999 in Monte Vista, CO.
2. Lynne Anderson-Inman will represent the National Endowment for the Humanities at the Federation of State Humanities Councils Conference with a presentation entitled: Web de Anza: A Web-Based Study Environment for Promoting Historical Inquiry. Presentation will be one of two invited presentations by NEH awardees on the topic of Learning on the We: In School and Lifelong, October 3, 1999 in Denver, CO.
3. Lynne Anderson-Inman will present at the WebNet World Conference '99. Her presentation, entitled Web-Based Study Environments: Online Digital Collections Designed to Promote Authentic Historical Inquiry, will be presented October 26, 1999 in Honolulu, Hawaii.
4. Lynne Anderson-Inman will be a featured speaker at the Technology, Reading and Learning Difficulties Conference speaking on Historical Inquiry using Primary Source Documents on the Web. January 2000, San Francisco, CA.

Lessons Learned

This section is divided into two parts: the first includes a set of “lessons learned” that have not been shared in previous quarterly reports. Most of these focus on things we learned about using online communication vehicles such as email and the project’s listserv. Because of this, each is described briefly and then supported with data from email messages or the Anza listserv. The second part is a repeat of the “lessons learned” that appeared in earlier reports, modified as needed to represent the year’s focus instead of a quarterly focus.

Lessons Learned (newly reported)

1. We found that use of technology for promoting inquiry into primary source documents has to be modeled, for teachers as well as students. We found that some teachers did not have experience taking advantages of the features inherent in using electronic text (as opposed to printed text) and tried to help by modeling this for them. For example, one of the advantages of electronic text is that fact that it can be searched for specific words or phrases. In the following post to the Anza listserv, we showed teachers how this could be used to find information on a given topic, in this case, the “glass beads” that Anza carried for trade and as gifts.

Hello Everyone,

My name is Mark Horney. I am a Research Associate working with Lynne at the University of Oregon on the development of Web de Anza. My primary areas of responsibility are to help with the design of the website and to create and manage its databases.

I'd like to give you some information about the Anza 76 Diary Search page: <http://anza.uoregon.edu/search.html>. This is the page you can access from almost any page in the website by clicking on the word "Search" in the upper left of most site pages. It is our ultimate intention to make this search feature quite sophisticated and give users the ability to do complex searches across all parts of Web de Anza. These capabilities however, are not yet available.

What you can do today is to perform key word searches on the complete contents of Anza's 1775-6 Diary. If you type a word or phrase into the search field and click the Submit Query button, the search page will find all occurrences of that word and return all the paragraphs of the diary containing them. These paragraphs will replace the Search Page in your browser window.

One example of how such a search can be used can be seen in the Anza 76 Resource Index. If you go to the page for February 12th and click on the key "glass beads," one of the resources you will get is the paragraph below:

"Glass beads were given out for several different reasons: as a reward (Anza76: Nov 1), as presents (Anza76: Nov 9), as payment (Anza76: May 14), and were very much desired and eagerly accepted (Anza76: Mar 25). Glass Beads were also given out by other expeditions (Anza: Apr 23)."

I put together this list of examples by using the Search page to look for the word "beads." From the results, I was able to select these four examples.

If you have any questions about this, please post them to the list or e-mail me at mhorney@oregon.uoregon.edu. I look forward to hearing from you.

--Mark Horney
Research Associate, CATE

2. We found that even in an Internet-based project, teachers and students attached special importance to real world experiences. To augment the activities they were engaged in online, many of the schools planned field trips to Anza related sites or invited guest speakers willing to share their expertise. It was generally felt that field trips and guest speakers helped to make the learning more concrete and also provided students with a way of asking questions related to the website or their research projects. Below are examples of two such events: (a) a field trip to Tumacacori by middle schools students from Laveen, AZ where they met Don Garate dressed as Anza; and (b) a similar field trip by high school students from Tucson.

- A. The Web de Anza project is really starting to work here in Arizona. Jim Bremser's class did a tour of some Anza sites around Tumacacori and Tubac. The students hiked the Anza trail between the two places on Friday (all wearing t-shirts with a logo saying Web de Anza). In fact I was told that Anza met them in person somewhere along the river. I guess the Apaches were in the area and had shot his horse out from under him. Anyway, he escorted them back to Tumacacori and answered a lot of questions that they had about the expedition.

And I'll tell you what -- these kids know their subject from studying materials on the Web de Anza and asked some really deep questions.

Today we all took a tour to the south and saw the campsite where the expedition spent the night of October 15, 1775. Then they visited some of the ranches where Anza grew up and the mission where he attended church as a young boy. We saw the gravesite where his mother is buried and went to the Calabazas mission where Padre Font sang the Mass on the morning of October 16, while the expedition moved quickly north to avoid the Apaches and thereby arrive safely at Tubac.

Right now (9:00 P.M. on Saturday evening) these dedicated students are camped out at what was once Anza's "Sicurisuta Ranch" and will be visiting Casa Grande on their way home tomorrow. Me? I'm going home to a nice warm bed. I'm not as tough as they are.

Don Garate

Tumacacori National Historic Park

- B. Just another quick note to express how well Web de Anza is working again. Naomi Weber's Spanish class and Raul Berryesa's history class were just here at the mission. They talked with Juan Bautista de Anza for two hours and asked him some pretty pointed questions that they could have only gotten from the Web de Anza. Out of the forty students, they did have one who did not speak Spanish, so everybody helped translate so that everyone could understand. It seems to me like one of their projects ought to be to find out how Raul is related to the two Berryesas who went to California with the Anza Expedition. They were another great group of students (just like the other several I have had the opportunity to work with, both in California and Arizona). The Web de Anza is doing what we expected and more. Keep up the good work everyone.

Don Garate
Tumacacori National Historic Park

3. We found that teachers were willing and able to share their lesson plans with other teachers over the Internet, thus providing opportunities for collegial feedback and sharing of expertise. The following lesson plan was submitted by Kate Mikula and used to introduce students to the Web de Anza and promote a sense of historical chronology.

Date: Sat, 10 Apr 1999 15:17:28 -0700
From: Kate Mikula <kmikula@ecis.com>
Subject: TimeLine Lesson Plan
School Name: Kimball Elementary
Grades: 4 and 5 Lesson
Name: Making a Timeline Unit
Lesson: Using the Internet Lesson #: 1
Focus of lesson: The 1775-76 Anza Timeline on the web site. Objectives:
A. Learn to access material on the de Anza web site
B. Read a timeline
C. Analyze the events
D. Make a graphical timeline
E. Learn about Juan Bautista de Anza

Projected Time needed: 2 or 3 one hour classes
Materials needed: Pencil
Technology needed: Internet connection, printer, TimeLiner by Tom Snyder (software) for each student or team.
Use of Web de Anza: The site provides the material to be studied. Use of Scholar/consultants (opt.) none
Teacher Activities: Make sure all technology is ready. Explain procedure to students. Provide directions for TimeLiner. Monitor computer use.
Student Activities: Work in pairs or a team of 3. Access the Anza Timeline. Print it. (At this point the teacher may wish to supply copies of the timeline to save time.) Check the 6 or 7 most important events on the timeline. Skip some events and combine

others. Using TimeLiner, make and print a timeline of the selected events. Trim excess paper and tape pages together. Be prepared to defend your selection of events.

Evaluation of student learning: Teacher will collect the timeline printed from the web and grade students based on the appropriateness of items checked. The final printed timeline will be graded for accuracy and completeness.

Evaluation of lesson: Were the students able to select the most important events? Did they finish a timeline? Were they enthusiastic about the project?

4. We found that students were willing and able to use the Internet to communicate with consulting scholars, asking good questions and getting good answers. Although this use of the Internet was not as frequent as we had hoped, we have a foundation to build on for next year. Below is an example.

Dear Don Garate,

My name is Ryan, I'm in Mr Bremser's Web de Anza class at Vista del Sur. Me and my partner are working on finding out what tack and what kind of horses they used along the trail. I was wondering if you could e-mail me some info or links on the Spanish saddles that they used on the expedition. Mr. Bremser told me that you had some pictures on the saddle that you made, if you could e-mail me those pics that would be great! (We would post the pics on the web so we might need your permission) If you have some info on the horses or more tack could you send me those too? Thanks a lot!

Ryan
Student

Ryan

Actually, I don't have any pictures of the saddles I built, but there is one in the gallery of images on the Web de Anza. If you want more we can try to have somebody take some of them with the digital camera and get them off to you. In the meantime here is a little description of the one in the Web de Anza gallery: it is built on a rawhide covered wooden "fuste" or saddle tree. It has a removable "mochila" which is the big piece of leather that covers the seat. Saddles were made that way so that the leather could be lifted off and taken inside out of the weather when the saddle was not in use. This is what is called a "vaquero" or cowboy type saddle because the 1772 frontier military regulation required presidial soldiers to have that type. The "cabeza" or saddle horn is tall and narrow because when they had to rope something, they used rawhide "riatas" which are very strong but will break easily if given a sudden jolt. With the tall, narrow, horn, the rider could take a couple of wraps around it and then let the riata "run" until whatever he had roped came to a slow stop. The piece of leather on the back of the saddle is called an "anquera" and originally was much larger and used to protect

the backside of the horse. That proved very ineffective in fighting apaches, however, so they almost did away with it, leaving only the small piece of leather sticking out behind the mochila. This they found very useful for when a fellow soldier had his horse shot out from under him, he could be pulled up behind you and ride double, back to camp, with at least a little padding under him. This saddle has what is called a "single three quarter rigging," which means the "rigging" or the part that the "cincha" attaches to keep the saddle on the horse (the most important part of the entire saddle because it takes all the stress), is positioned three quarters of the way forward between the back and front of the fuste. This was in the days before saddles were double rigged, with one cinch in front and another in back. If you only have one cinch on your saddle, the three quarter position is ideal because a more center position will cause the saddle to creep forward, become loose on the horse, and, if you are spending long days in the saddle as these people were, cripple the horse by shifting much of the weight of the rider onto the horses withers. A more forward position of the rigging tends to cause sores on the backs of the horses front legs because of rubbing against the cinch, and the back of the saddle will come up every time you come to a quick stop or make a fast turn (which was something that occurred constantly in Apache warfare.

Antonio Pineda de Ramirez made the following statement about the presidial soldiers' tack in 1791, but it was very applicable also in Anza's day:

"....their animals are burdened by the vaquero saddle, leather holsters, rear buttress armament, cumbersome stirrups, cartridge boxes, and saddle bags. The mounted trooper stows beef jerky and various other provisions in his saddle bags and ties an awkward water-filled gourd attached to a leather sling across the front of his saddle. Add to this equipment a cape, saddle blanket, trimmed overcoat, fitted leather aprons, a twelve-pound bag of pinole, and some chocolate powder. Cavalrymen are thus burdened with a weight differential of twenty-five to one (compared to the Apaches)..."

The horses they used were very similar to the Arabian breed today. Spanish horses were originally bred in Africa and brought to Spain by the Arabs when they ruled most of Spain. So, their horses were not big and tall, like Morgans, Thoroughbreds, etc., but were shorter, swift, narrow-backed and high withered; much different than modern round-backed, low-withered, Quarter horses.

Hopefully, this will give you some more information to use.

Don
Tumacacori National Historic Park

5. We found that the Anza listserv was a good place to communicate requests for information to the participating teachers and carry on the procedural aspects of

running an online project where participants are spread across a wide geographic area. In the following example, Meredith Kaplan requests input from teachers for the third quarterly report.

Dear Teachers/Schools:

It's hard to believe, but this project of classroom testing of Web de Anza began about a year ago with our plea for schools to participate. And you schools and teachers on this listserv rose to the occasion! Thank you for participating.

Now it's time to prepare the April 15 report outlined in the agreement between the schools and the National Park Service. This report is related to the research project you undertook and the results, problems, and successes you encountered. If you have not been able to develop a research project yet, then report on the lesson plans you developed. But, REPORT! We need to hear from you. And since one of the goals of the Consortium for Education, our funding source, is to establish an on-line learning community, it would be appropriate if you reported your results via the listserv. We find that most of you want to communicate directly with Lynne or me and not to share your questions and ideas with the larger group. Perhaps individual teachers are talking with each other--if so, that's great. Let us know if you are.

Something else to add to your report: One thing we have learned, partially through the listserv (thank you Kate and Mary) is that the school curriculum moves on and the historical time period relevant to the Anza expeditions is short. The challenge has been to find ways to integrate Web de Anza into the larger curriculum over a sustained period of time. Now that you are familiar with the web site and have had a chance to grapple with the issues and see student reactions, we hope that you are thinking about how you might take advantage of a richer, more accessible Web de Anza next school year. We hope that each of the schools and teachers will want to continue with the project next year. If you plan to continue a statement to that effect and a brief summary of how you would like to incorporate Web de Anza into your curriculum next year should be included in the April 15 report.

Thanks for participating in this project and for the help you are providing to make Web de Anza a truly useful classroom tool.

Meredith Kaplan
National Park Service

6. We found that the Anza listserv was a useful vehicle for announcing additions to the Web de Anza learning module and that teachers appreciated an introduction to the new material as it came online. The introduction helped to provide a context for the new materials so that teachers might see how to use them in their lessons. During the 1998-1999 academic year the CATE development team, funded by a Cost Share Challenge grant from the National Park Service brought 14 new diaries online, half in

Spanish and half in English. Each was announced using the Anza listserv, with an introduction written by CATE staff to help set the context.

Hello Everyone,

The draft version of the Garces 1774 diary is now available at <http://anza.uoregon.edu/garces74.html>.

Francisco Garces was a Franciscan Friar and is an important person in the history of this time and region. Beginning early in the 1770's Garces was exploring the northern Sonoran desert and it is through him that contact was originally made with Salvador Palma, a leader of the Yumas who played such a critical role in helping Anza open the Sonora - Alta California route.

This diary is from Anza's 1774 Exploratory Expedition. Garces was also on the 1775-6 Expedition (coming soon), although he stayed with the Yumas rather than going on to Alta California. Garces was with the Yumas off and on until 1781. He set up missions and helped with a Spanish colony that was established among the Yumas.

Garces's story ends tragically in 1781 when the Yumas revolted against the Spanish, destroyed the colony and the missions, and killed many of the colonists, soldiers, and Garces himself. Among the dead was also Rivera, with whom Anza had so much difficulty in 1776. Rivera was leading a second great group of colonists from Sonora to Alta California, which included (I believe, perhaps Don Garces can check me on this) Moraga's wife, who he had not seen since 1775. The colonists passed safely on to Alta California, but Rivera and a group of his soldiers were killed.

With Garces's death, the Sonora - Alta California road was closed.

--Mark Horney
Research Associate, CATE

Mark:

The Garces diary should be of help to us in fleshing out the background of the revolt, which was part of one of our assignments that is in need of revision. His reflections regarding his first encounters with the Yuma will help as well with our lesson involving the later meeting with de Anza.

This is coming together. Keep up the good work.

Cheers,

Howard
Eugene International High School

7. We found that teachers used the Anza listserv to request information from other members of the Web de Anza team, often looking for resources on the Web they felt would be useful in the project. In the following example Kate Mikula inquires about web sites where standards might be found and is answered by Lynne Anderson-Inman.

Hi team,

Can the standards to be met, both in social studies and computer technology, be found on the web? If so where?

Thanks,

Kate Mikula
Kimball Elementary School

Good question Kate: Here are some answers:

An overview of the standards created for social studies by the National Council for the Social Studies can be found at:

<http://www.ncss.org/standards/stitle.html>

This overview presents the 10 themes, but does not present the specific standards by grade level. I have not been able to find that on the Internet. I have hard copies and passed them out at each meeting. Anyone who wishes a copy and doesn't have one, please let me know. I will send you one.

Specific standards for teaching history, developed by National Center for History in Schools, can be found at:

<http://www.sscnet.ucla.edu/nchs/us-toc.htm>

The Standards in Historical Thinking (Chapter 2) are relevant to our work on Anza but the United States History Standards (Chapter 3) are not. The latter duplicates the common error in history teaching and focuses only on what is happening in the American colonies on the East coast during the relevant time period.

Standards for technology (by grade levels) created by the International Society for Technology in Education, in collaboration with other national organizations, can be found at:
<http://cnets.iste.org/>

From the left side bar select "Standards for Students" to get a overview of technology standards:
<http://cnets.iste.org/sfors.htm>

Select "Profiles for Students" to get a list of performance indicators by grade level:
<http://cnets.iste.org/profiles.htm>

Hope this helps,

Lynne

8. We found that teachers were interested in the process of adding new materials to Web de Anza and that the listserv could be used to share this process of finding, digitizing and posting new documents and pictures. In the example below, Mark Horney at CATE describes the process behind each new digitized diary.

Hello Everyone,

The draft version of Moraga's account of the founding of San Francisco in Spanish is now available at:
<http://anza.uoregon.edu/moragasp.html>. This edition is based on a transcription made by Don Garate.

You will have noticed that when I make these first announcements of new documents for the Web de Anza Archive I always label them as "draft versions." Let me explain what I mean by this. The process we use to create digital texts for Web de Anza has three phases. In the first, we acquire the source text, digitize it, (in this case by asking Don to manually make a type-script of the text from an original), remove troublesome special characters ("Smart Quotes" being a prime example; they gum up the database), and save the entire text as a single text-only file. Most of this work is done by Judith Blair and her team of students, with help from people like Don Garate.

The second phase involves transferring the text into a database. This can be a simple or complicated task depending on the text. This latest Moraga text is on the more complicated side of things since it is filled with special characters: the diacritical marks necessary for displaying Spanish and the superscripted abbreviations are two examples. To get these to display on the Web, special ASCII codes must be inserted into the text. These code words work much like HTML codes in that they tell your browser when to start and stop superscripting for example. Fortunately we don't have to insert these by hand, we can generally get some program to do it automatically (usually). At this stage we also insert (or remove) regular carriage returns to indicate where paragraphs should begin and end. This whole concoction is then sucked up into the database, with each paragraph forming a record. Then we mark each paragraph by its date, folio, chapter, page names, etc. Once this is done, we prepare a preliminary title page and a "format page." The format page tells the database how to display a diary page when you ask for it.

It is the rough draft nature of the title and format pages, and the newness of the database that leads me to refer to documents at this stage as draft versions. In the third stage of the document process we write more proper diary introductions for the title pages, rework the format pages by, for instance,

translating everything into Spanish for the Spanish language editions, create a document calendar for ease of navigation, and insert diary to diary links. We begin a formal testing process at this stage as well to uncover and fix problems with links and layout. This is particularly important in the Spanish Language documents since they are more complicated technically and of since several of the people working on them, myself especially, don't read Spanish.

--Mark Horney
Research Associate, CATE

Lessons Learned (previously reported)

1. We found that summer was not a great time to launch a project with schools. Electronic communication with teachers is difficult during the summer months because many only receive email through their schools. Furthermore, teachers have often scheduled family vacations and are therefore not accessible for joint planning. Some of these problems would be minimized if funding decisions were made in the spring, before schools closed for the summer holidays. This would enable participants in funded projects to plan ahead for the school year, as well as use the summer months for preparation.
2. We found that there was a need to have something up on the web for teachers to react to before they could provide ideas for adopting, extending and enriching the online learning module. Joint creation of a learning module by individuals who are geographically dispersed is difficult without a visual model for participants to focus on and react to.
3. We found that developing online dialogue takes time and familiarity. It has been difficult to get teachers to use the Anza-list as a vehicle for communicating with us and amongst themselves. It is more common for them to email us individually rather than discuss things "in public" using the listserv. To increase familiarity within and among the group, we have asked schools to introduce themselves and their projects. We are also seeking input from experts in the field of networked communication.
4. We felt that it would have been unwise to try fancier forms of electronic communication until all participants were comfortable with simpler ones, e.g., email and listservs. For this reason, we did not implement the live chats as planned or provide the web-based workshops. We plan to do both next year.
5. We found that in the absence of reliable electronic communication, it is important to remember that it is possible to resort to more traditional means (e.g., letters, phones, and faxes). For example, at the beginning of the project we did not have reliable communication with all participating teachers via email. We therefore launched the project by sending letters and printed materials to everyone through the mail. We have also had to use the phone at times, when email messages went unnoticed and unanswered.

6. We found that everything takes more time than expected. This applies to development and communication tasks, as well as teacher planning and implementation. One year is really not enough time for teachers to develop the necessary subject matter expertise to both use and contribute to the development of a sophisticated online learning module such as Web de Anza. Teachers need a second year of involvement in order to apply what they have learned and incorporate that into the lessons they are contributing to the website.
7. We found that online communication alone is not sufficient to create a sense of community. Email messages and listservs are easy to ignore or put aside until there is more time. Furthermore, some teachers, and even consulting scholars, do not have easy access to the Internet for daily communication. Using the phone and fax, as well as arranging for participants to meet face-to-face contributed greatly to building a sense of commitment and collaboration.
8. We found that involving teachers and students from geographically disperse areas had numerous benefits and provided unexpected opportunities for collaboration and support. Teachers in our project explored ways to support each other and link their students with those from other parts of the country.
9. We found that everything created for a website has to be tested on multiple platforms and for multiple browsers. For example, there are differences in the way web browsers allow for simultaneous multiple windows. This fact impacted decisions we made about website design. We also found that the templates created to display Web de Anza's dynamically constructed pages look different on different machines and these differences had to be accounted for.
10. We found that curriculum velocity has a negative effect on teachers' abilities to integrate an online learning module into the curriculum. To counteract this, teachers need considerable lead time in order to plan lessons using website materials and all necessary materials need to be available in a timely manner.
11. We found that unexpected changes at participating schools with respect to staffing and/or technology access may negatively impact the schools' abilities to collaborate as intended or continue their involvement in the project. Project staff need to be flexible and consider finding additional schools if some have to drop out. Deadlines and expectations may need to be altered to enable newcomers to be involved.

Verification of GEM Catalogue

This will occur during the project's second year, when all lessons from participating teachers have been added to the website.

Expenditures

This will be reported at the end of the second year, when all funds have been expended.